

# Inspection of Poppins Pre-School And Nursery

The Scout Hut, Jubilee Park, Waterlooville, Hampshire PO7 6AW

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Inspection date: 26 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and eager to play with their friends. They quickly choose from the captivating activities in their carefully planned playrooms. Children learn and grow as they have fun with the caring staff. Children are very well behaved. They learn to share and cooperate with each other. For example, older children explore size and space as they pour coloured water to fill containers. They ask each other politely for the colour they need and marvel as they mix a new colour. They excitedly race to fill the different-sized containers using small droppers. Babies show curiosity as they explore, using all of their senses. They strengthen their legs as they pull themselves up the soft play steps and laugh with excitement as they slide down the other side. They form strong bonds with staff, going to them for cuddles. Staff consistently praise and encourage children. This helps to build children's confidence and self-esteem.

Older children are well prepared for the next stage in their education. They are confident and motivated learners. They show good independence skills. For example, they cut up their own fruit snack, put on their coats and tidy away toys when they have finished with them. Children are keen to show that they can recognise and write their own name.

### **What does the early years setting do well and what does it need to do better?**

- Older children demonstrate very good listening and attention skills at story time. Staff read with enthusiasm and successfully encourage children to enjoy books and stories. Children remember familiar stories, such as 'The Three Little Pigs', answering questions and finding the pictures to build a storyboard. They show a love of books as they read independently in the garden.
- Children's developing language skills are supported very effectively. Staff use songs and rhymes well to develop children's speech and vocabulary. They listen carefully to children and value their opinions. They promote conversation and give children time to answer questions or give their ideas.
- Staff pay close attention to babies' interests as they play and support their communication and learning well. For example, babies are encouraged to make sounds as they jump toy pigs into 'muddy puddles'. However, at times, staff spend too long on routine tasks, such as preparing snack. Some babies become anxious as they wait for attention.
- Staff use frequent opportunities to encourage children to count and recognise numbers. For example, children count how many of them are going outside. In the garden, they count nine spiders on a number frieze and add one more when they find a real spider. Older children find the number for today's date and know it is 26.
- Children increase their knowledge of the world around them through a good

range of exciting opportunities. For example, they explore the park and woods next door. They talk about vegetables as they 'cook' with real food in the play kitchen. They name bumpy broccoli and persevere in cutting it up to fit in the pan.

- The manager and staff observe children carefully and accurately assess what they need to learn next. They work closely with parents and other professionals to give children additional support when they need it. All children, including those with special educational needs and/or disabilities, make good, or very good, progress from their starting points.
- The dedicated manager and staff work together as a good team. Staff enjoy their work, and this helps them to provide a welcoming and happy environment for the children. All staff are qualified and understand how children learn and develop. However, they have not updated their teaching skills and knowledge. At times, they do not sufficiently challenge the most able children to help them learn as much as they can from an activity.
- Parents are very complimentary about the setting. They say the manager and staff are friendly and caring. Staff form supportive relationships with children and families. Parents welcome the help given to them and their children, such as assisting with the move to school or with toilet training. Staff consistently share information about children's progress and the day's activities with parents.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff keep first-aid training up to date and confidently know what they would do in an emergency. Staff have a good knowledge of what would be a safeguarding concern and understand the procedures to follow. The manager uses comprehensive recruitment procedures, including background checks, to ensure that children are cared for by suitable adults. Staff are trained to recognise the signs that a child or family may be at risk of radicalisation and know how to respond. The premises and resources are well maintained.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- improve staff teaching skills further, to help them give older children more challenge as they play and to fully extend children's thinking skills
- review and improve the routines of the day so that babies have more staff attention during times when tasks need to be completed.

## Setting details

<b>Unique reference number</b>	EY563517
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10191199
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Oldland, Kimberley Jade Louisa
<b>Registered person unique reference number</b>	RP563516
<b>Telephone number</b>	07547398195
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Poppins Pre-School And Nursery is located in Waterloooville. It is open Monday to Friday, from 9am to 3pm, for most of the year. It receives funding for children aged two, three and four years. All five staff have a suitable early years qualification at level 2 or 3.

## Information about this inspection

### Inspector

Sue Suleyman

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector observed teaching, both indoors and in the garden, and assessed the impact on the children's learning and development.
- The manager gave the inspector a tour of the premises and discussed the organisation of the curriculum with her.
- The inspector spoke to some parents, staff and children during the inspection and took their views into account.
- The inspector and the manager completed a joint observation of a member of staff and discussed how the manager improves staff teaching.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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